

GRADE **2**

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Social Studies

Kujo's Kid Zone: Orange Shirt Day – Residential Schools

Curriculum Connection:

Social Studies:

This lesson introduces students to the history and culture of Indigenous people in Canada and the United States, with a specific focus on residential schools.

Character Education:

The lesson promotes character education by emphasizing values such as empathy, respect, kindness, and inclusivity.

Learning Goals:

Social Studies:

Students will:

- Gain an understanding of the significance of Orange Shirt Day.
- Learn about the history of residential schools in Canada and the United States.
- Explore the experiences of Indigenous children in residential schools.

Character Education:

Students will:

- Reflect on the importance of empathy, respect, and kindness.
- Consider how they can make a positive difference in the lives of others.
- Understand the significance of wearing an orange shirt on Orange Shirt Day.

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the episode.



Materials:

S01E07

KUJO'S KID ZONE

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Kujo's Kid Zone

Orange Shirt Day – Residential Schools

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Lesson Supplies:

- Kujo's Kid Zone:** S03E15 Orange Shirt Day – Residential Schools
- Chart paper and markers.**
- Books or resources** about Indigenous culture and history (optional).
- Orange paper**
- Markers**
- Colored pencils**
- Crayons**
- Scissors**



Lesson:

Introduction:

Begin by discussing the concept of diversity and different cultures with the students. Ask questions like, "What do you know about Indigenous people in Canada and the United States?" and "Have you ever heard of Orange Shirt Day?"

Explain that Orange Shirt Day is a day to remember and honor the Indigenous children who were sent to residential schools in Canada and the United States.

Viewing the Episode:

Play the "Kujo's Kid Zone: Orange Shirt Day – Residential Schools" episode from Kidoodle.TV. After watching, engage the students in a brief discussion about what they learned from the video. Ask open-ended questions like, "What did Phyllis's orange shirt represent?" and "How did she feel when her shirt was taken away?"

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Interactive Activity:

Encourage students to wear an orange shirt to school on Orange Shirt Day. Explain the significance of wearing an orange shirt as a way to remember and honor the Indigenous children who were sent to residential schools in Canada and the United States. Let them know that wearing an orange shirt is a meaningful way to show support and empathy for those affected by this part of history.

For students who may not have an orange shirt, provide them with an orange paper heart cutout.

Instruct all students to decorate the orange paper heart with special words or pictures inside to show that they care about Orange Shirt Day and the children who attended residential schools. Encourage students to think about and discuss how they can be kind to all people they meet and stand up to bullying. Share examples of real-life situations where kindness and standing up for others made a positive impact.

Class Discussion:

Use chart paper to create a visual reminder of the lessons learned. Write down key points such as "Be kind to all people," "Stand up to bullying," and "Every new person you meet may be a new friend." Discuss each point and invite students to share their thoughts and experiences related to these lessons.

Conclusion:

Summarize the lesson by emphasizing the importance of Orange Shirt Day and the values of empathy, respect, and kindness. Encourage students to wear their orange shirts or keep their decorated hearts as a reminder to treat every child, including themselves, with love and respect.

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Extension Activity:

Read books or share additional resources about Indigenous culture and history to deepen students' understanding and appreciation.

Assessment

Assessment remains primarily informal, focusing on students' engagement, participation, and their ability to express understanding and empathy during class discussions and the interactive activity. Observe their responses and interactions to gauge their comprehension and their commitment to the lessons learned.

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